DOCUMENT RESUME

ED 167 722 CE 018 784

AUTHOR	Murwin, Scott; Murray, Michael
TITLE	First Year Progress Report on Project Open, Ona Junior High School, Cabell County, West Virginia, 1977-78 Project Year.
INSTITUTION	Mason County Schools, Point Pleasant, W. Va.; West Virginia Univ., Morgantown. Coll. of Human Resources and Education.
SPONS AGENCY	West Virginia State Dept. of Education, Charleston.
PUB DATE	Jun 78
NOTE	34p.; The final three pages of this document may not reproduce well due to broken type. For related documents see CE 018 781-783
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Art Education; Communications; *Course Content; *Curriculum Development; Economic Factors; Educational Strategies; Home Economics Education; *Industrial Arts; *Integrated Curriculum; Junior High Schools; Music Education; Production Techniques; Program Administration; Program Development; Social Influences; Teaching Techniques; *Trade and Industrial Education; Transportation; *Unified Studies Programs
IDENTIFIERS	*Project Open; West Virginia

ABSTRACT

As part of Project Open (see related documents listed below), unified arts and industrial arts curricula were developed and implemented at Ona Junior High School in West Virginia. The unified arts program combines the four subject areas of art, home economics, music, and industrial arts. It is a two-year required course for all seventh and eighth graders. Each student takes nine weeks of a subject area and then rotates to a new area. The industrial arts curriculum is offered in grade 9 and focuses on the technology areas of communications, transportation, and production. A semester course, communications technology includes visual, acoustic, and telecommunications units. Transportation technology explains how vehicles function and explores the supportive systems of transportation as well as its social and economic effects on humans and their environment. The unit on production technology familiarizes the students with what production is and how it affects their lives and environment, both socially and economically. (Topical outlines for the three areas are provided along with a list of teaching strategies.) While some problems were reported with scheduling, equipment, and facilities, the project did receive adequate funding and administrative support. (ELG)

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1st YEAR PROGRESS REPORT ON

PROJECT OPEN

ONA JUNIOR HIGH SCHOOL

CABELL COUNTY, WEST VIRGINIA

1977-78 PROJECT YEAR

Prepared by

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Training Associates

Under the direction of

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CE 018 784

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June, 1978
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TABLE OF CONTENTS

page

Preface i

Project Personnel ii

I. Project Open Concept and History 1

II. Project Setting 2

III. Project Site 3

UNIFIED ARTS

I. Concept of Unified Arts 4

II. Goals and Objectives 4

III. Team Members 4

IV. Grading, Scheduling and Planning 5

V. Facilities for Unified Arts 6

VI. Unified Arts Taxonomy for 1977-78 8

INDUSTRIAL ARTS

I. Purpose of the Project 9

II. Project Goals and Objectives 9

III. Communications Technology 9

IV. Transportation Technology 11

V. Production Technology 13

VI. Teaching Strategies 15

VII. Problems and Issues 15

VIII. Administrative Support 16

IX. Recommendations 16

page

X. Special Recognition 16

APPENDIX. 17

PREFACE

The following report is a summary of the first year of a three year Project at Ona Junior High School, Cabell County, West Virginia. This project, which is a combined effort of the Cabell County Board of Education and West Virginia University, has two primary objectives. These are:

1. To develop and field test an Industrial Arts curriculum that reflects concepts of Technology.

2. To assist in the development and implementation of a Unified Arts curriculum at the 7th and 8th grade levels.

   Unified Arts is defined as an interdisciplinary approach that combines the subject areas of Art, Music, Home Economics and Industrial Arts.

The end result of this project will be the development of a junior high school Industrial Arts curriculum guide, for use in the Cabell County Schools. It will utilize a co-educational concept approach to all subject areas covered throughout the project.

This document is a report of the concepts, personnel, facilities, and objectives of the 1977-78 school year.

Michael Murray
Scott Murwin

PROJECT PERSONNEL

Mrs. Libby Caligan, Supervisor of Art
Cabell County Public Schools
Huntington, West Virginia

Mrs. Elinor Copenhauer, Supervisor of Music
Cabell County Public Schools
Huntington, West Virginia

Dr. David DePue, Project Advisor
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West Virginia University
Morgantown, West Virginia

Dr. Paul W. DeVore, Chairperson
Technology Education Program
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Mrs. Irene Nenni, Vocational Program Specialist
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Mr. Larry Queen, Assistant Principal
Ona Junior High School
Ona, West Virginia

Mrs. Judy Roebuck, Art Teacher and Team Leader
Ona Junior High School
Ona, West Virginia

Mr. Joseph Slash, Superintendent
Cabell County Public Schools
Huntington, West Virginia

Mrs. Carolyn Stone, Music Teacher
Ona Junior High School
Ona, West Virginia

I. Project Open Concept & History:

The Project Open Curriculum Project was initiated in the summer of 1973 through the joint effort of the Mason County Board of Education, Point Pleasant, West Virginia and the Technology Education Program, West Virginia University, Morgantown, West Virginia. The purpose of the project was to develop a technology based course of study which could be implemented in a standard size classroom at minimum expense.

In the summer of 1974 a consultant from the Technology Education Program began work on a Unified Arts curriculum, to be implemented in the fall of that year at Cox's Landing Junior High School, Cabell County, West Virginia. Unified Arts was to be a combination at the 7th and 8th grade levels of Art, Home Economics, and Industrial Arts. The Cox's Landing Project continued for 3 years until graduation of the consultant from W.V.U.

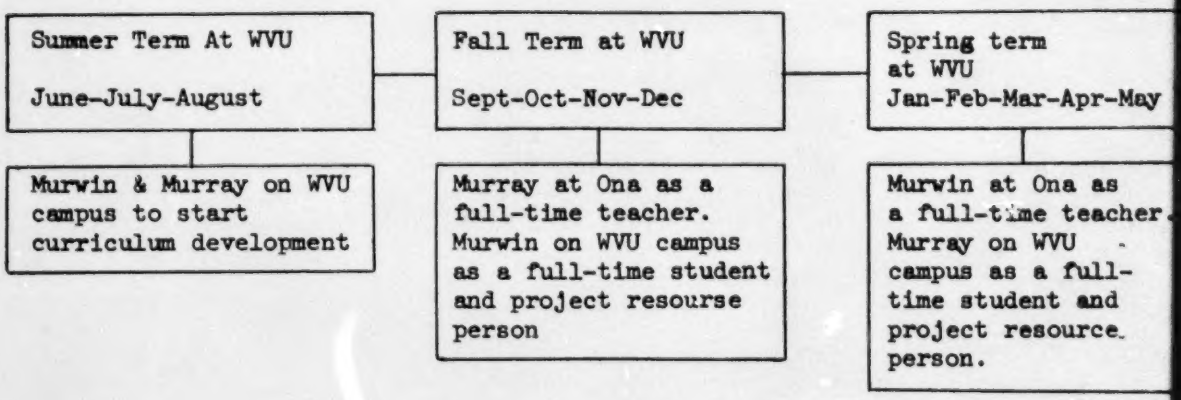
In July of 1977, the Cabell County School System and W.V.U. initiated a new Project Open. Ona Junior High School was choosen as the site for this project. It would involve a direct implementor at the 9th grade level, who would also be responsible for the continuation of the Unified Arts Program at the 7th and 8th grades.

The Project Open concept is designed to be a team effort in which each member has one semester to work at the project site as a full-time teacher, implementing the curriculum developed by the team. Team member A moves to the project site for the fall semester and performs the duties of a regular classroom teacher at the assigned school.

Team member B remains on campus and pursues a course of study in the Technology Education Program. In addition, team member B while on campus, will provide support for A in locating additional material to aid in the curriculum instruction. At the end of the fall semester, the two team members exchange places and duties. Member B is now at the assigned school, while A pursues a course of study and provides support for B. At the end of the year the two team members return to the W.V.U. campus. They jointly review the past year's curriculum and its operation, and compile their data into a year-end report. Any additions or revisions to the curriculum are carried on at this time.

The following is a summary of the first year's operation of the Ona Junior High Curriculum Project. (see figure 1).

Figure 1:


Summer Term At WVU
June-July-August
Fall Term at WVU
Sept-Oct-Nov-Dec
Spring term at WVU
Jan-Feb-Mar-Apr-May
Murwin & Murray on WVU campus to start curriculum development
Murray at Ona as a full-time teacher. Murwin on WVU campus as a full-time student and project resourse person
Murwin at Ona as a full-time teacher. Murray on WVU campus as a full-time student and project resource person.

II. Project Setting:

The project site, Cabell County West Virginia, is an urban/rural area located on the Ohio River, in the Western portion of the state. The primary city and county seat is Huntington. Cabell County has an approximate population of 110,000.

III. Project Site:

Ona Junior High School is located on Route 60, approximately 13 miles East of Huntington, West Virginia. It houses grades 7-8-9, with a student population of 325.

The facilities at Ona Junior are excellent, with two new additions being finished this past year. These include new chorus and music rooms, a new Home Economics laboratory, a new Industrial Arts lab, and two new classrooms. A brief description of these new rooms will be included in the Unified Arts section of this report.

In addition to the excellent interior facilities, Ona Junior sits on a large plot of open land that lends itself well to outdoor activities and demonstrations.

UNIFIED ARTS

I. Concept:

The Unified Arts Program combines the four subject areas of Art, Home Economics, Music and Industrial Arts. It is a 2 year required course for all 7th and 8th graders. Each student takes 9 weeks of a subject area, and then rotates to a new area for the next grading term. During this 9 week period, each team member provides about 7 weeks of instruction in their area of specialization. The last two weeks are spent in a "Unifying Experience" for all students. This experience takes the form of a project, and involves close work of all team members. (see figure 2)

II. Unified Arts Goals and Objectives:

1. To develop a Unified Arts curriculum that reflects concepts of Technology, and is consistent with the Cabell County Unified Arts Curriculum Guide.
2. To provide the students with the opportunity to participate in group activities in which he will learn the importance of co-operation and group effort.
3. To develop in each student the basic skills necessary for the safe use of tools and machines.
4. To develop in each student an appreciation of Music and Art.
5. To provide each student with the opportunity to participate in sewing, cooking, and grooming activities in the Home Economics area.

III. Team Members:

The team members of the Unified Arts program at Ona Junior High

School are: Judy Roebuck--Art and Team Leader, Carolyn Stone--Music, Kay Hicks--Home Economics, Mike Murray and Scott Murwin--Industrial Arts.

Mrs. Roebuck has 10 1/2 years teaching experience, and holds an AB degree from Marshall University, and an MA + 15 hours from W.V.U. Kay Hicks has 4 years teaching experience, and an AB degree from Marshall. Carolyn Stone has been teaching 16 years, and holds an AB degree + 26 hours from Marshall University. Scott Murwin has a BS degree from the University of Georgia, and 2 years teaching experience. Mike Murray has 6 years teaching experience, and holds a BS degree from Austin Peay State University.

Both Mike and Scott joined the Technology Education Program at W.V.U. this past summer, and will shortly finish their M.A. work there. They are also responsible for implementing the 9th grade Technology-based Industrial Arts program at Ona Junior.

IV. Grading, Scheduling & Planning:

Grading of the student is done on a team basis, with imput from all team members determining a student's project grade. The remaining grades come from the 7 week period each student is in his respective subject area.

Rotation of the students follows a predetermined schedule, with some leeway being allowed by the individual teacher for those students who do not finish their work on time.

A joint planning period of all four team members is very important. It provides time for discussion, grading, and other team business.

Schedule of Unified Arts Team Members:

1st period----Unified Arts----7th grade
2nd period----Unified Arts----8th grade
3rd period----9th grade classes
4th period----PLANNING PERIOD
5th period----9th grade classes
6th period----Unified Arts----7th and 8th grade
7th period----Unified Arts----7th and 8th grade

Class Size:

Class size ranged from 13 to 23 students

V. Facilities for Unified Arts:

Facilities and equipment for the Unified Arts program are excellent. The Art, Home Economics and Industrial Arts rooms are located in the rear wing of the building. The Music room is located at the front of the building, in an adjacent wing.

The rooms are new and in excellent condition. Each room is accessible from the outside, and is well lighted. Adequate desks or tables and chairs are provided for all students.

The following is a room by room description of equipment and facilities:

Music: The music area is a large, carpeted room that has tiered levels for greater visibility. It also contains a piano, TV and storage room. Miscellaneous musical instruments are on hand for student use.

Art: The art room is located adjacent to the Industrial Arts lab. 8 work tables are provided for student use. Besides the normal

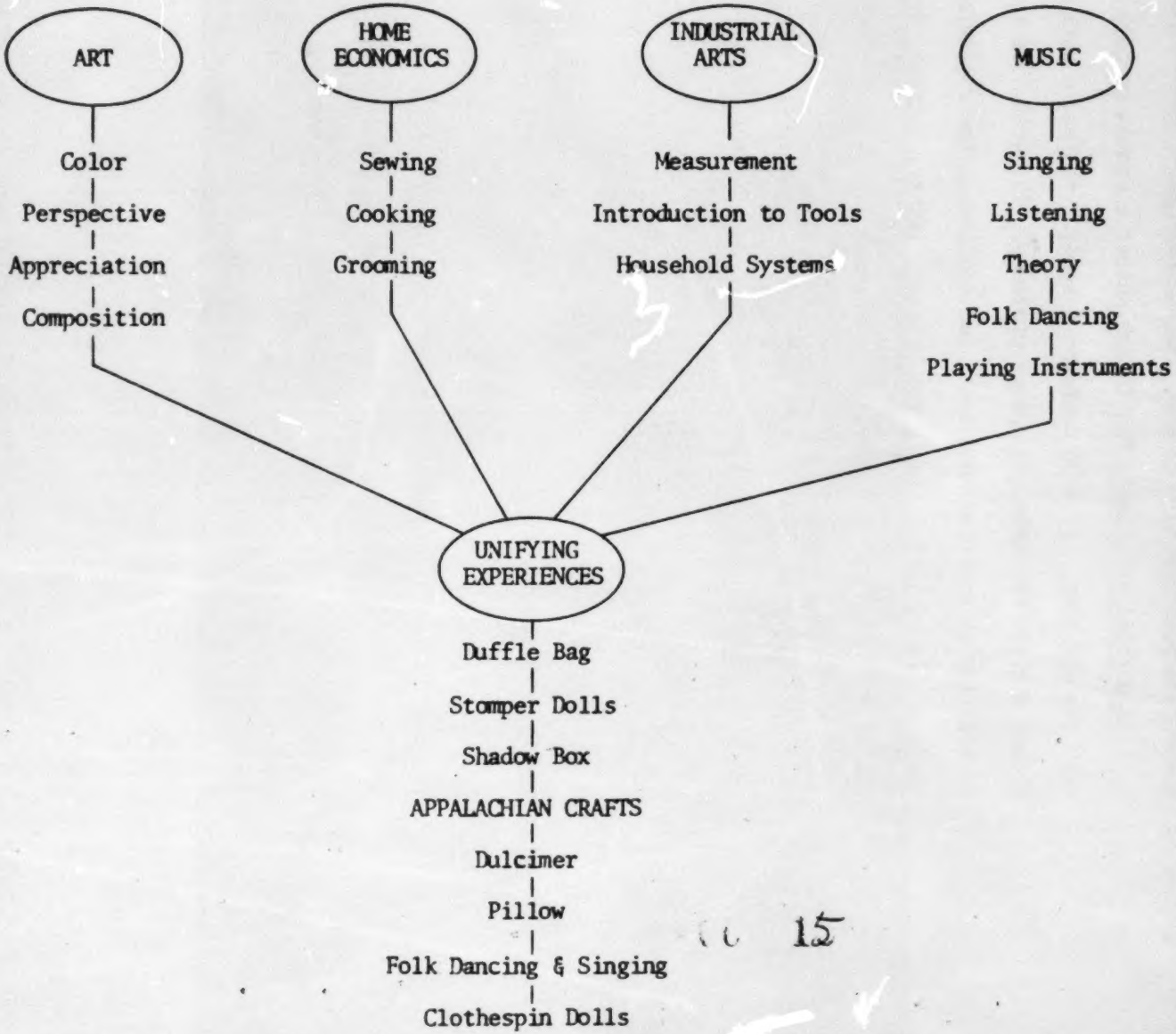
miscellaneous art equipment and supplies, it contains a TV, kiln, sink, potter's wheel, opaque projector, and scroll saw.

Industrial Arts Lab: The IA lab shares a common storage room with the art room. It also contains 6 student tables, 6 work tables, 2 tool storage cabinets, an opaque projector, TV, sink, and stove. In addition to assorted hand tools and equipment, the following power tools are found there: table saw, planer, lather, jointer, drill press, scroll saw, band saw, grinder, air compressor and vacuum cleaner.

Home Economics Lab: The Home Economics area is located across the hall from the Industrial Art and Art rooms. It has a kitchen area, sewing area, and a large storage room. The sewing area contains the following equipment: 24 sewing machines, 6 layout tables, a dressing area, wardrobes, and a demonstration table.

The kitchen area has 6 stoves, 5 sinks, a freezer, refrigerator, microwave oven, 4 cooking tables, a washer & dryer, dishwasher, and a demonstration table. In addition to the above items, there is plenty of excellent cabinet space, and miscellaneous kitchen utensils and equipment. A TV is also provided for announcements and educational programs.

UNIFIED ARTS TAXONOMY 1977-78



INDUSTRIAL ARTS----9th GRADE

I. Purpose of the Project:

The purpose of the 9th grade Ona Junior High Project Open is to develop and implement an Industrial Arts Curriculum that reflects concepts of Technology.

II. Project Goals and Objectives:

1. To design a Technology based Industrial Arts program around the needs and conditions of the Ona Junior High Students and Community.
2. To develop in each student the basic skills necessary for the safe use of tools and machines.
3. To assist students in gaining an understanding of the place of tools, machines, materials, and people in a technological society.
4. To develop in each student an active interest in the technological aspects of society.
5. To develop in the student a favorable attitude toward creative thinking and technology assessment.

III. Communications Technology:

The area of "Communications Technology" was covered during the fall semester of 1977. This included the visual, acoustic, and telecommunications units. By studying these three areas, the student was able to gain an understanding of how Humans record and transmit their thoughts, ideas, and actions for others to see. Selected learning experiences in printing, photography and design were used to reinforce this understanding.

Communication Curriculum Objectives:

1. Each student will be able to describe in his or her own words, the importance of communication, and the role it plays in today's modern world.

2. Each student will develop an awareness of the effects of communication on society.

3. Each student will be able to describe a communication system from each of the following three areas: visual, acoustic, and electronic.

4. Each student will develop an awareness of the various forms of communication.

5. The student will be able to explain the need between a highly industrialized nation, and its need for an efficient communication system.

6. Each student will have an understanding of Human communication processes and methods, as it relates to illustrations, graphics, and chemical reproductions.

Topical Outline of Communication Technology:

I. History and Development of Communications.

   A. What is Communications?
   B. Need for Communications?
   C. Forms of Communications?

II. Areas of Communications

   A. Visual

      1. Drafting
         a. Tools and materials
         b. Sketching
         c. Pictorial drawing
         d. Finished drawings

      2. Printing
         a. Importance
         b. Relief
         c. Intaglio
         d. Stencil
         e. Ditto

      3. Photography
         a. Importance

b. Kinds
c. Pin Hole camera
d. Basic principles of pinhole photography
e. Basic darkroom techniques
f. Darkroom practices and procedures

B. Acoustic

1. Tape
2. Records
3. Telegraph

C. Tele-communications (electronics)

1. Television
2. Radio
3. Satellite

III. Application of processes and methods

IV. TRANSPORTATION TECHNOLOGY:

A broad-based approach was used to introduce the area of transportation technology. The students gained an understanding of how vehicles function, and explored the supportive systems of transportation, as well as its social and economic effects on Humans and their environment. This broad coverage of the field gave the students a chance to explore the many variables to be considered in evaluating the systems of transportation.

Transportation Curriculum Objectives:

1. The student will be able to describe in hiw or her own words the importance of transporting people and goods, so that a person unfamiliar with the subject can understand its importance.
2. The student will be able to show and explain the relationship between a society's level of industrialization and the progression of its transportation system.

3. Given current information and the progress of research in the area of transportation, the student will be able to make logical predictions about the future trends of the transportation field.

4. With the available materials and information, the student will be able to construct a workable transportation system within stated guidelines.

5. The student will be able to make assumptions, show relationships and discuss organization of a given transportation system.

6. The student will be able to evaluate a given type of transportation system within stated guidelines.

Topical Outline of Transportation Technology:

I. Transportation
  A. What is transportation
    1. land
    2. Water
    3. Air
  B. Importance of Transportation
    1. Why transport things.
    2. Place utility
    3. Moving people
      a. most used.
        1. Automobile
        2. Bus
        3. Train
        4. Aircraft
      b. Most efficient
        1. Walking
        2. Bicycle
  C. Understanding New Systems
    1. Mass Transit
      a. Land
        1. Rapid transit
        2. Rapid rail
        3. Tube
      b. Water
        1. Nuclear power
        2. Hovercraft
      c. Air
        1. VTOL
        2. STOL
        3. Supersonic transport
    2. New Vehicles
      a. Electric vehicles
      b. Hybrid vehicles

3. Design of New Vehicles
    a. Working vehicles
        1. Guidance
        2. Propulsion
        3. Braking
        4. Support
    b. Model

D. Organization
    1. How systems operate
    2. Improvement

E. Evaluation of Systems.
    1. What is important
        a. Personally
        b. Nationally
        c. Internationally
    2. What is Most Effective
        a. Use of Fuel
        b. Service to People

V. PRODUCTION TECHNOLOGY:

The area of Production Technology was designed to give students an understanding of what production is, and to allow them to explore some of the related systems. This unit gave the student a bread overview of production, and its social and economic effect on Humans and their environment.

Production Curriculum Objectives:

1. To develop in each student a knowledge of an ability to use industrial tools, materials, and processes to solve technical problems.

2. To develop in each student an understanding of industrial materials and how they are processed and fabricated into useful products.

3. To help each student gain an understanding of mass production and be able to demonstrate a working knowledge of flow charts interchangeable parts, quality control and packaging.

4. To help each student analyze significant developments of production, through a historical and evolutionary approach.

5. To give the student an insight in several of the basic construct of production technology, which are related to the step-by-step techniques used in producing a finished product.

Topical Outline of Production Technology:

1. Production
   - A. Why produce
   - B. Tools, Materials, and Processes
     1. Tools and Machines
        - a. Jigs and Fixtures
          1. Use
          2. Construction
        - b. Machines
          1. Hand operated
          2. Automated
     2. Materials
        - a. Behavior
          1. Workability
          2. Durability
             - a. research on life
             - b. Built in obsolescence
        - b. Recyclability
        - c. Safety
     3. Processes
        - a. Manufacturing
          1. Mass production
          2. Assembly
          3. Refining
          4. Processing
        - b. Construction
          1. Shelter
             - a. Tools needed
             - b. materials
             - c. Recycled
          2. Roads
          3. Dams
          4. Buildings
   - C. Public Opinion Poll
     1. Mass production
     2. Mass produced articles

VI. Teaching Strategies: (For Unified Arts & Industrial Arts)

Instructional Media:

Motion Pictures
Slide presentations
Film strips
Overhead transparencies
Working Models
Printed material (teacher developed)

Instructional Presentations:

Lecture
Teacher demonstrations

Learning Activities:

Group
Individual
Research projects

Evaluation Procedure:

Notebooks
Worksheets
Tests--quizzes
Projects
Class participation

VII. Problems and Issues:

1. Lack of adequate storage space. (This was remedied by the construction of a store room between the Art and IA rooms)
2. Building construction caused some disruption during the first half of the school year.
3. Available equipment and materials were in limited supply during the first half of the year.
4. A fund that can be utilized on a day-by-day basis, for extra supply purchases and equipment repairs, is needed.
5. Tying Music into the Unified Arts Curriculum presented a problem on most activities.
6. Students who took Unified Arts twice a day presented some planning problems for the team members.

Budgeting:

Budgeting presented no significant problems for the Unified Arts or Industrial Arts project. Sufficient funds were available throughout the year for all major purchases.

VIII. Administrative Support:

Administrative support for the Ona Junior High Curriculum Project was excellent at all levels. Frequent visits by the Cabell County Central Office personnel provided extremely beneficial feedback and support for all team members.

IX. Recommendations:

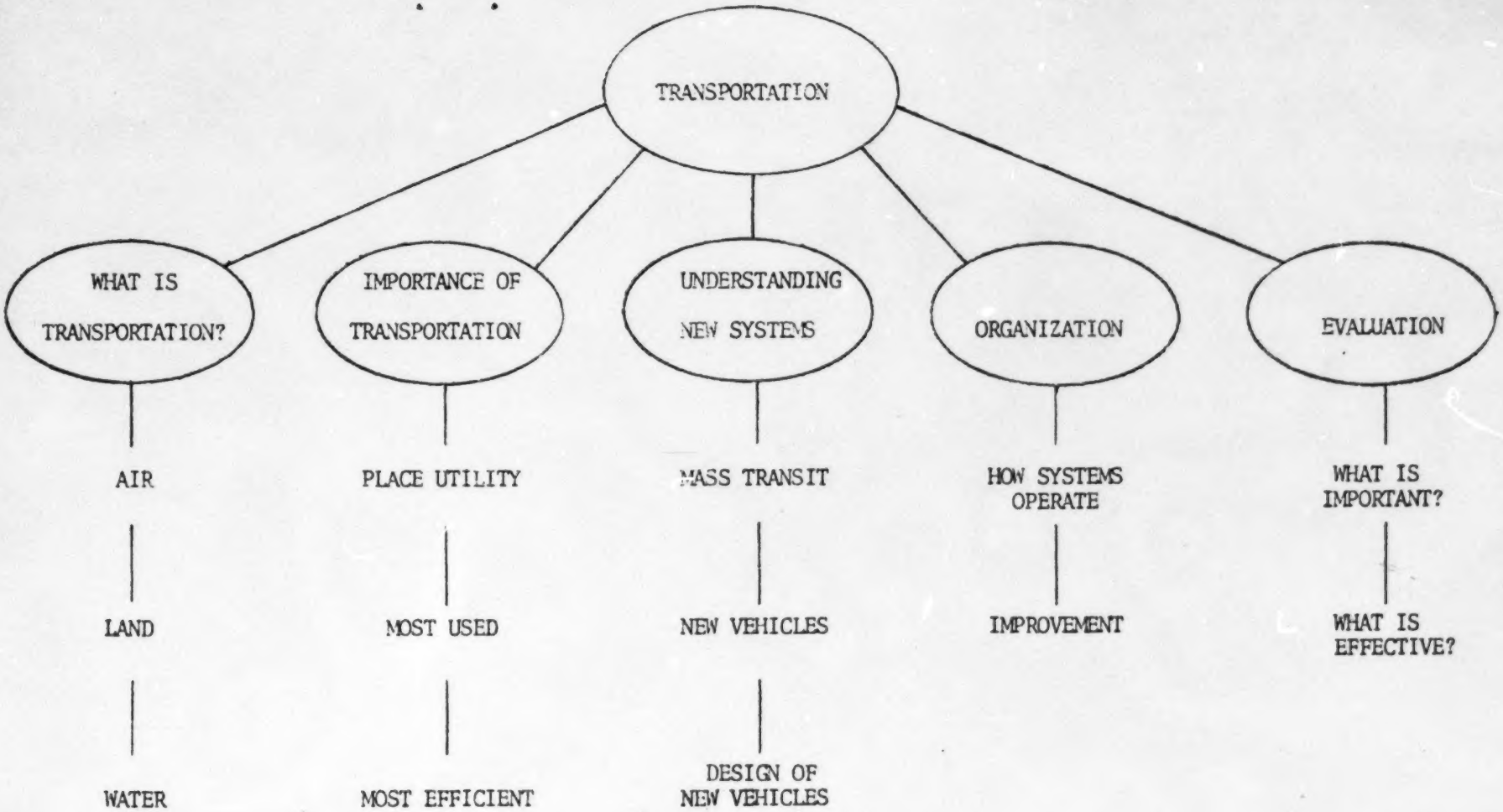
1. Delete Music students from the "unifying experiences", but not the Unified Arts program.
2. Set up a day-by-day purchasing fund for as-needed purchases.
3. Scheduling should be redesigned to prevent students from taking Unified Arts twice a day.
4. Visitation by the on-campus team member proved to be of significant importance. Frequent project visits should continue for both team members.

X. Special Recognition:

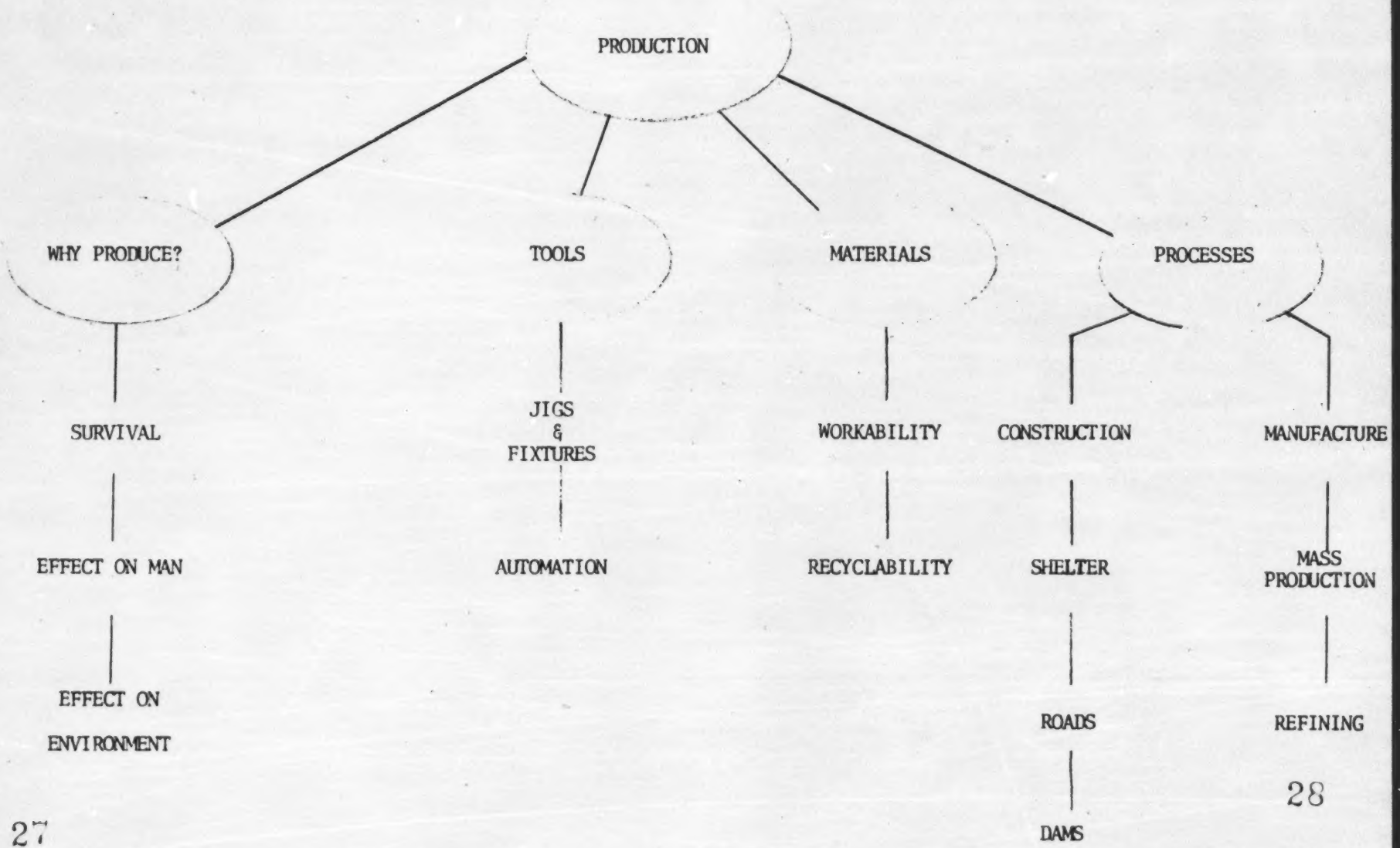
Even though support by all Cabell County and W.V.U. personnel was excellent, the Project Open team would like to give a special thanks to Raymond Jordan--Principal, Larry Queen--Vice-Principal, Irene Nenni--Vocational Program Specialist, and Robert Griffis--Associate Superintendent for their support and interest this year. Without their cooperation the success of this project would have been greatly hampered.

APPENDIX

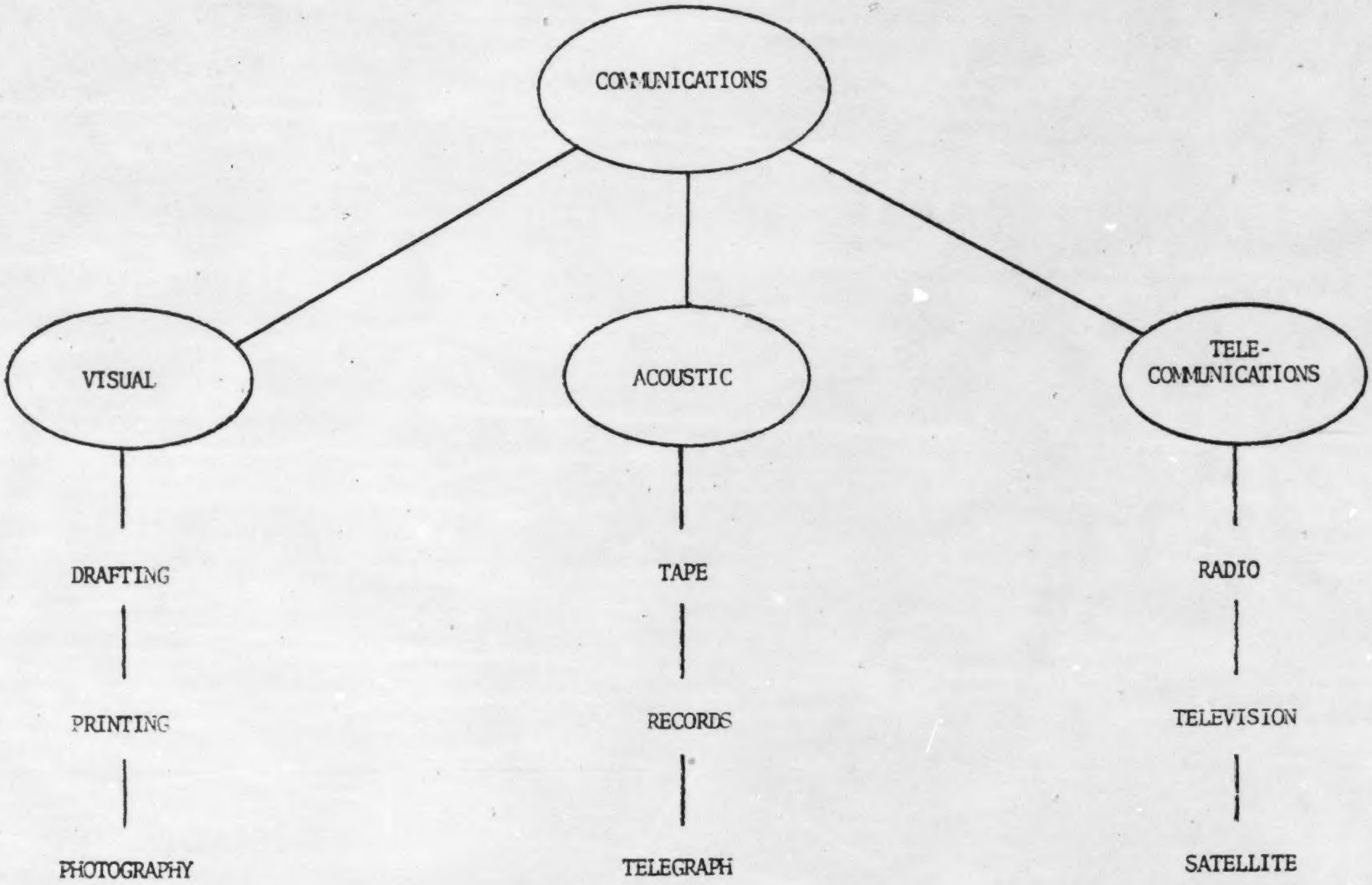
TRANSPORTATION TAXONOMY 1977-78



PRODUCTION TAXONOMY 1977-78



COMMUNICATIONS TAXONOMY 1977-78



WEST VIRGINIA BOARD OF REGENTS

on behalf of

WEST VIRGINIA UNIVERSITY
MORGANTOWN, WEST VIRGINIA 26506

PROJECT OPEN AGREEMENT

with

CABELL COUNTY SCHOOLS

HUNTINGTON, WEST VIRGINIA
April, 1977

The following agreement is between the Cabell County Board of Education and the West Virginia Board of Regents, hereinafter referred to as "Board," acting for West Virginia University, hereinafter referred to as "University." The University, through its Technology Education Program, agrees to provide the following personal services for Cabell County, West Virginia for the period of July 1, 1977-June 30, 1978.

I. Purpose of the Agreement:

This Project Open Agreement is designed to provide the County with:

1. An instructional program in industrial arts designed expressly for Cabell County utilizing technology as a content source, and consistent with the County's unified arts curriculum design;

2. a team of competent teacher/scholars to fill one teaching position and implement and field test the instructional program; and

3. assistance for inservice training of selected or designated teachers involved with the unified arts curriculum design at the project school.

Project Open is designed to provide county school systems with planned educational programs and personnel development services. Ordinarily the design, development, and implementation of a program

of this nature requires a three-year time period.

II. Structure of the Project:

For the teaching position identified, two qualified teacher/scholars shall be selected jointly by the County and the University. When mutual agreement is reached as to the qualifications of the person, that person will be employed by the University as a training associate.

From July 1 through August 31, the team of teacher/scholars will cooperatively design a curriculum and instructional program for industrial arts to be implemented in a school designated by the County. This development work will be supervised by the University's Technology Education Program in cooperation with the County.

From September 1 through January 31 (first semester), Training Associate "A" of the team will assume the responsibilities of a full-time teacher in the designated Cabell County school. Training Associate "B", during this same period, will reside at the University and will serve as resource person for member "A." Training Associate "B" will be on call to provide instructional materials, devices, or other assistance necessary for the successful implementation of the project.

January 31 through June 30 (second semester), Training Associate "A" and "B" will exchange roles. The two Training Associates will serve as a team with equal responsibility for the success of the project.

July 1 through August 31, both Training Associates will return to the University to assess and revise the curriculum and instructional plan using data collected during the implementation of the plans. An annual progress report will be prepared and submitted to the County.

III. Responsibilities of the Teacher/Scholars:

The team will:

1. Plan and develop an industrial arts program consistent with the Unified Arts Curriculum Guide for the Middle Grades of Cabell County Public Schools,

2. implement and test the instructional program,

3. provide ancillary services as required for success of the project,

4. assist the County Unified Arts supervisor in providing inservice training designed to aid County wide implementation of the Unified Arts curriculum design,

5. develop and conduct formative assessment of the project, and

6. compile and deliver to the County School Superintendent an annual report of the project, including description of the curriculum and instructional design, the implementation, plan, and a summative evaluation of the project.

IV. Responsibilities of the University:

West Virginia University will:

1. supervise the curriculum development project and provide for management functions, professional services, and design functions as required by the program,

2. recruit, screen, recommend, and employ, in cooperation with the County, personnel qualified to insure a successful program,

3. provide through the Technology Education Program, support services for the project, including personnel training, curriculum design, instructional design and project evaluation, and

4. provide tuition, fees, and other benefits available to salaried graduate students at West Virginia University participating as Training Associates in the project.

V. Responsibilities of Cabell County:

Cabell County will:

1. provide tools, equipment, materials, and supplies, as required, and at a level consistent with typical unified arts school programs,

2. assign a member of the County Superintendent's office to the project to serve as a liaison person with the Technology Education Program at the University.

3. secure the cooperation of all County personnel directly related to the project, including the principal of the school where the program is implemented, and

4. provide cooperative assistance to the Training Associates participating in the project in locating appropriate and economical housing in Cabell County.

VI. Time Schedule:

The first phase of the proposed three-year program is designed for a 12 month period beginning July 7, 1977 and terminating June 30, 1978.

VII. Termination of the Agreement:

West Virginia University and Cabell County may terminate the agreement by mutual consent:

1. prior to contract implementation if project personnel are not secured by July 1, or

2. prior to completion of a full contract if both parties agree on a negotiated settlement.

VIII. Payment Schedule:

The Board of Education, Cabell County, will reimburse the University for costs of the program according to the following payment schedule:

1st payment.	July 1, 1977	25% of total contract
2nd payment.	October 1, 1977	25% of total contract
3rd payment.	January 1, 1978	25% of total contract
4th payment.	April 1, 1978	25% of total contract